DATE: January 29, 2017

TO: Randall Hannum, Chair

College Council Curriculum Committee

FROM: Curriculum Subcommittee

Rebecca Shapiro (Chair), Diana Mincyte, Farrukh Zia

RE: Final Report for Proposal 16-07: SPA 2202P: Spanish for Health Professionals \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

COURSE TITLE AND NUMBER: SPA 2202P: Spanish for Health Professionals

CREDIT HOURS: 3 credits; 3 class hours

PREREQUISITES: SPA 1102 with department permission; or SPA 2201; or SPA 2201HS or higher; or placement test and department permission

CATALOG DESCRIPTION:

Prepares individuals studying or working in healthcare related areas to communicate effectively when providing medical care and attention to Spanish-speaking patients in professional settings. In addition to basic language skills, students acquire new grammatical structures and learn health related vocabulary. Emphasis is placed specifically on patient-professional communication.

RATIONALE:

This course provides future medical professionals who apply for programs in Nursing, Vision Care Technology, Dental Hygiene, etc., with the knowledge they need to interact in Spanish with Spanish speaking patients. This course likewise aims to support the proposal of a B.S. degree in Health Communication by the Department of Humanities and echoes the goals of a recently approved course Introduction to Heath Communication (Dr. David Lee), to improve the communication skills between provider and patient.

Strengths

This course allows for students to focus on an important and burgeoning field in which heritage Spanish speakers will be able to apply their skills in a professionalized manner that not only gives them opportunities but allows for health care organizations to better follow laws that provide translation services and information in a native speaker’s language. Students will learn from professionals in the field and use specialized medical language and terminology that will give them building blocks to communicate in a variety of health professional and allied fields. It will augment such courses in the Department of Humanities for the Health Communication B. S. This promises to be a very useful and needed course and our students would greatly benefit from it.

Weaknesses

Perhaps renumbering the sequence to avoid minor confusion for students. The last proposal continues to call the course “hybrid” when it is not; that language should be revised. Otherwise, there are no weaknesses.

Issues and Concerns Discussed

The subcommittee, Dean, and Provost’s office made several suggestions for changes to the course proposal, including making the course hybrid in the future to allow for alternative ways of reaching students; changing the initial Pathways designation from World Cultures to US Experience; adding some information on the varieties of Spanishes spoken; clarifying whether there will be health care professionals assisting with curricular design.

Subcommittee activities

The subcommittee met to discuss the proposal; we had several questions for clarification and a very small number of questions for the proposer. A revised course proposal was provided, and the subcommittee and proposer subsequently met with Provost Bonne August, Associate Provost Pam Brown, Dean Anne Delilkan, Kim Cardascia, and Randall Hannum. Changes suggested at both meetings were implemented in the final version of the proposal. After the changes were made and explained, the course seemed not only much improved, but much more relevant and timely.